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CONTINUING EDUCATION FOR DEAF ADULTS.

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A THREE-YEAR EDUCATION PROGRAM FOR DEAF ADULTS IN WISCONSIN, BEGUN IN 1966 AND FUNDED IN PART UNDER THE HIGHER EDUCATION ACT OF 1965, HAD TWO GOALS--TO PROVIDE EDUCATIONAL OPPORTUNITIES TO THE DEAF AND TO ENABLE TEACHERS TO GAIN INSIGHTS INTO THE EDUCATIONAL AND SOCIAL PROBLEMS CREATED BY DEAFNESS. NON-CREDIT CLASSES WERE OFFERED IN LANGUAGE, MATHEMATICS, DEFENSIVE DRIVING, AND PRACTICAL ECONOMICS IN SEVERAL CITIES. BOTH ORAL AND MANUAL TEACHING METHODS WERE USED. THE LESSON PLANS FOR A NEW APPROACH TO LANGUAGE TEACHING DEVELOPED FOR THIS PROGRAM--BASED ON TRANSFORMATIONAL GRAMMAR--AND FOR THE TWO COURSES IN PRACTICAL ECONOMICS--CONSUMER ECONOMICS AND PERSONAL TAXATION--ARE INCLUDED IN THIS REPORT. THE PROGRAM WAS PUBLICIZED IN MAILINGS, NEWSLETTERS, AND NEWSPAPERS. A QUESTIONNAIRE GAVE PERSONAL DATA ON THE STUDENTS. TESTS OF STUDENTS' VERBAL ABILITY INDICATED THAT THEIR GENERALLY POOR VOCABULARY LEVELS DID NOT IMPROVE AFTER THE CLASSES. ON THE BASIS OF STUDENT, DROPOUT, AND STAFF EVALUATION, FUTURE PROGRAMS WILL HAVE EIGHT-WEEK COURSES AND THE LANGUAGE CLASS ENROLLMENT WILL BE KEPT BELOW EIGHT. THE POSSIBILITIES OF EXPANDING COURSE OFFERINGS, DEVISING NEW METHODS OF TEACHING LANGUAGE TO THE DEAF, AND INTEGRATING THE PROGRAM INTO PUBLIC EDUCATION WILL BE EXPLORED. (AJ)

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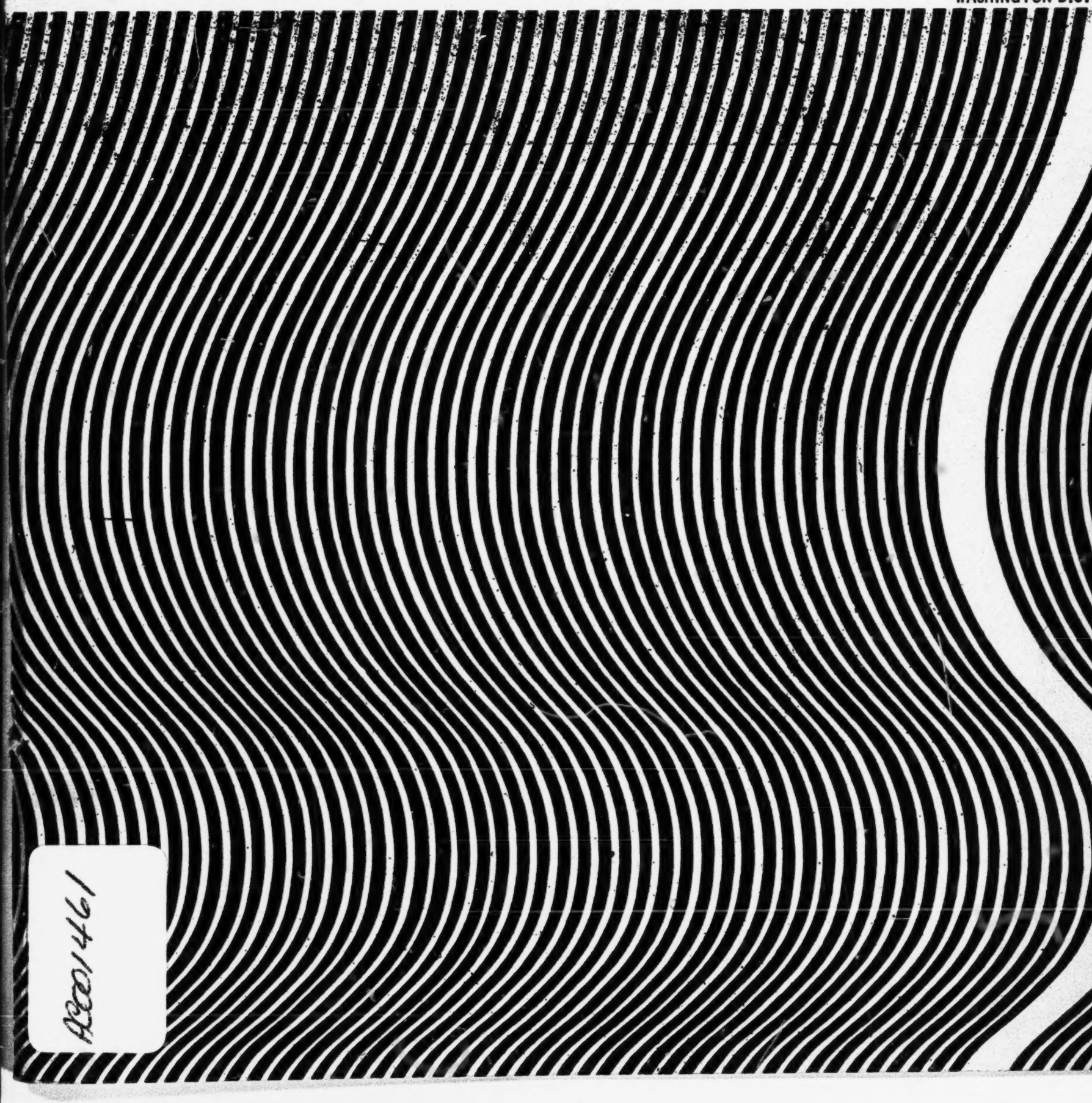

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CONTINUING EDUCATION FOR DEAF ADULTS

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and
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ALICE H. STRENG, PROJECT DIRECTOR

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CONTINUING EDUCATION FOR DEAF ADULTS

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PREFACE

The area-wide project, Continuing Education for Deaf Adults in Wisconsin, had two goals: to provide opportunities for public education to those who desired it, and to prepare teachers to work in adult education projects. The teachers employed in the project were all certified teachers of the deaf with basic knowledge of how to teach speech, language, and school subjects. A nation-wide quest and lengthy library research for materials to use in the adult classes resulted in the teachers having to devise their own curricula and materials. This was a somewhat frustrating, but highly educational experience for them. As a result, another goal was added to the project. It was decided to produce syllabi and/or lesson plans which were found useful and suitable in our classes, and to include them in this report. They are meant to be helpful to others wishing to initiate similar programs. They are merely suggestive of what could be taught and should be modified to meet the needs of groups in other areas. Hopefully, they contain enough details to aid teachers seeking guidance.

If this project has been successful, it is because of the excellent support given to it by the many people involved in it. I am especially grateful to the Advisory Committee for its sustained interest, advice, and service; to the teachers for their suggestions in compiling the course lesson plans; to the coordinators of the program for their supervision of the local programs; to the project assistant, Sheila Plotkin, for attending to details and for her assistance in gathering information for this report; to William Morehouse for collecting the material and writing the plans for Practical Economics; to Paul Lauritzen for collating the statistical information gathered during the year, and to my secretary, Lillian Stegemeyer, who assisted in the editing and who typed this report.

Alice H. Streng, Project Director
The University of Wisconsin-Milwaukee
June, 1967

CHAPTER I

INTRODUCTION

The question of whether the deaf ought to be provided with opportunity to continue their education as adults if they so desire is no longer debatable. The evidence accumulating across the United States from the few pioneer programs now in existence attests to their need and their success.

Historical Background

The Department of Exceptional Education of the University of Wisconsin-Milwaukee which has prepared teachers of the deaf since 1913 seemed the logical agency to initiate a program of public continuing education for deaf adults. The program was conceived as having two goals, providing educational opportunities to the deaf and enhancing the opportunity of teachers to gain insights into the educational and social problems created by deafness. Consequently, early in 1966, funds for an 8-week pilot course for Semester II of the academic year were secured through the First Wisconsin Trust Company from the Amana Lamp Fund. The responses to this first Milwaukee-based course, Practical Economics, was positive and enthusiastic. The next step was submission of an application for a three-year program of continuing education for deaf adults under Title I Higher Education Act of 1965 to the Extension Division of The University of Wisconsin, the state agency designated to review such projects. The program was funded for the academic year 1966-67.

Description of the Program

The project concentrated first on the establishment of classes for the adult deaf not only in Milwaukee, but in areas where there were known concentrations of deaf persons in Wisconsin, namely, in Madison, Delavan, the site of the Wisconsin State School for the Deaf, and in Green Bay which is located in the Fox River Valley. The Department of Special Education at Wisconsin State University at Whitewater agreed to serve as co-sponsor of the project with the Department of Exceptional Education at The University of Wisconsin-Milwaukee and the University Extension Division. The program was launched in September, 1966, with courses in Milwaukee and Madison, and in February, 1967, with courses in Green Bay and Delavan.

The Advisory Committee

The development of the project was under the guidance of an advisory committee consisting of representatives of the Wisconsin Association of the Deaf, the Milwaukee, Madison, and Green Bay Public Schools where day schools

for the deaf are located; the Wisconsin State School for the Deaf; the Milwaukee District Office of the Division of Vocational Rehabilitation, the Milwaukee Vocational-Technical and Adult Schools, and the Bureau for Handicapped Children, Madison. The three deaf adults representing the Wisconsin Association of the Deaf came from Delavan, Madison, and Milwaukee. (See Appendix A for list of personnel.)

A ninety percent attendance at the four Advisory Committee meetings held throughout the year assured a smoothly working, interested, and enthusiastic group. Officers were elected at a two-day meeting on September 20-21, 1966. At the remaining three one-day meetings, held on October 25, 1966, January 11 and May 2, 1967, committee assignments were made; the purposes of the project were clarified; strategies for gathering information about the needs and desires of the deaf were decided; publicity for the courses was outlined; a three-year tentative projection of courses was made; course descriptions were written; class enrollments and class progress were reported by areas, and lengthy discussions for future funding and organization of the program were held.

Acquisition of Background Information for Class Offerings

In order to plan courses to suit the desires of the adult deaf, a questionnaire was developed by the Advisory Committee and presented to a group of 52 deaf adults attending a W.A.D. meeting in Milwaukee early in October, 1966. This questionnaire explored the following items: age, sex, marital status, number of offspring, hearing of offspring, cause of hearing loss, method of communication used, last school grade completed, type of school(s) attended, occupation, length of present employment, and areas of study most desired by the deaf.

Ages of this group ranged from 15 to beyond 40, with the median falling in the 30-40 age range. Most were married, had less than three children, the majority of whom could hear. The causes of their deafness ranged from unknown to congenital to such diseases as scarlet fever, rubella, and meningitis. Only 14 of the group had become deaf after the age of three. The type of schools they attended included public residential, public day, and private and parochial residential schools. Some students had attended all types. The majority of this group used a combination of manual signs, fingerspelling, lipreading, and speech for their method of communication, though about twenty-five percent used only manual methods. The responses on the original questionnaire as to occupational status indicated a wide variety of jobs held: one was a civil engineer, 22 worked at the level of linotype operator and trained machinist, but most were employed at the level of printer, seamstress, mechanic, clerk, machine operator, and two were salesmen. The report of grade in school completed seemed so uncertain that it was discarded as not significant in the analysis of the data or planning of the course offerings.

The school subjects this group was most desirous of pursuing were language, reading, writing, consumer economics, insurance, taxes, and mathematics. Little interest was shown in current events or interpersonal relationships.

On the basis of the questionnaire, classes were projected as follows for 1966-67: Milwaukee, Semester I, Language; Semester II, Language and Mathematics; Madison, Semester I, Language; Semester II, Language and Practical Economics; Delavan, Semester II, Practical Economics and Language; Green Bay, Semester II, Practical Economics.

Class size was to be limited to 10 students to insure individualization of instruction. An original minimum enrollment of seven was suggested for starting a class. The charge to the student was to be $2.50 for each eight-week session which equals charges for non-credit courses in regular adult evening schools. The classes were held on the University campus in Milwaukee, in the University Extension Building in Green Bay, at Central High School in Madison, and at The State School for the Deaf in Delavan. (See Appendix B)

Publicity for the Project

Publicizing the program was the responsibility of the director of the project until a chairman, a member of the Advisory Committee, was appointed. All the deaf persons on the Advisory Committee served as members of this sub-committee. As a deaf person, the chairman was active in the large state organization of the deaf and knew its program well. She coordinated all aspects of publicity. This included mailings of information sheets and application blanks supplied by the director, writing descriptive material for the local newsletters of the W.A.D. chapters, and placing of announcements of classes in local newspapers. Publicity was also given to the program by the editor of the W.A.D. Pilot, a bi-monthly newspaper sent to all deaf persons in Wisconsin. The editor is also a member of the Advisory Committee.

It was found that all these media brought inquiries about the classes. Word-of-mouth also helped publicize the program. The Publicity Committee is planning to exhibit materials concerning the project at the state meeting of the W.A.D. in Delavan in June, 1967, and at the Wisconsin State Fair in August, 1967. The exhibit at the State Fair will also present general information about the deaf in Wisconsin.

Publicity, to be effective, must be timed correctly. A schedule was set up to provide the chairman with the necessary information about course offerings at least four weeks before the classes were to begin. Application blanks and notices were mailed out two weeks before the classes started. W.A.D. members and alumni of St. John's School for the Deaf received these notices.

Some interesting information was uncovered concerning the deaf population in the Delavan area by the Publicity Committee. When only four people registered for the course set up in Delavan in February, 1967, after widespread publicity, a thorough investigation of the situation there was made by the local representative. She found that there were 81 deaf adults living in the Delavan area, 24 of whom held college degrees. Of the total, only 14 persons fell in the 20-40 year age bracket. Two-thirds were older than 50 years of age. Of those employed, 45% worked in the same plant, mostly as semi-skilled workers for many years and were quite satisfied with their jobs. None was unemployed. Twenty-seven percent showed an interest in continuing education, the largest percentage, 68 percent, falling in the 20-40 year-old group. These statistics explained the possible reasons for lack of local response to the program. If two-thirds of the 14 persons who might be interested in adult education enrolled in every single class offered, one could expect an enrollment of eight or nine, but, under the circumstances, an expectation of four or five would seem more realistic. As a

result, the Delavan class was held with a registration of only four people. Classes for the more highly educated adults would have to be keyed at a rather high level, and, undoubtedly, should carry college credit. The current program offers nothing beyond noncredit courses. This phenomenom raised the question of the scope of an adult education program and the kinds of opportunities it should provide.

Characteristics of the Participants in the Program

A slightly revised questionnaire was filled out by most of the participants if they had not already filled out the original questionnaire distributed prior to the opening of the classes. The data gathered was basically the same as that of the original questionnaire. An exception was the age range of students enrolled in the classes. The majority of students were fairly recent school leavers, in their 20's and early 30's. Most were unmarried, though several families were represented. One student was a college graduate, and one had two years of college work. Several had completed day school-high school programs, and all had attended either day and/or residential schools until they were 20. Hearing losses ranged from severe to profound with the preponderance in the profound category. Most had been deaf from birth or early childhood. Most could lipread but a few were unable to do so. Those employed worked largely in unskilled and semi-skilled occupations. Their levels of vocational aspiration were generally low. Except for one young man in Milwaukee who was contemplating marriage and who had had two years at Gallaudet, most were quite satisfied with their vocational status. Through information supplied by the director of the program, this young man was able to secure another job which seemed an advance over his former one. The ancillary benefits of enrolling in this class were quite evident to him and to his classmates.

Students' Verbal Ability

In order to get some quick estimate of students' power in English, it was deemed necessary to administer some kind of a standardized test. A vocabulary test was chosen as the best instrument for this purpose. An adapted form of the Iowa Test of Basic Skills* provided a wide range vocabulary test which could be administered with minimal directions and supervision in about 20 minutes. A correction for guessing was used in tabulating the final scores since all the students did not complete the test. There were 57 items on the test and the range of scores was 0-57. The median number correct for the 53 students who took the test fell in the 10-19 range both for males and females. No standardized norms were available for this modified test, but all evidence pointed to a paucity of vocabulary of a very large majority of students. An alternate version administered after a 16-week session showed no significant difference in vocabulary levels obtained on the first test.

The ability of students to summarize and condense rather simple reading material from News for You and from teacher-prepared materials also indicated

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*Permission to modify this section of the test was procured from the publisher.

a depressed ability to express themselves in correct English. Autobiographies revealed typical errors made by the deaf. A few short examples follow:

"Thomas Edison successful in electric lighting."

"Babe Ruth is greatest Baseball. He was trying to hit 714 home runs."

"Thomas Edison made the electric lights over and over. He win."

"They were courage not be failed as they know no one is perfect."

"Babe Ruth, Thomas Edison & Cy Young were never give up his work."

"People know that we are afraid to fail to win because it is not exactly often."

"Some people are always to be afraid to fail but other things we can attempt to win."

"I was born at Hope Hospital in that early morning. I weighted an approximately 9 pounds. My parents choose my grandfather's full name whom was Jon Richard Blake after he was passed away at his age of 53. At birth, I was deaf by unknown until my parents found that I could not hear well at early age."

Course Offerings: Language

Several titles were devised for the language courses so that students reinrolling would not feel they were repeating the same courses. The titles are as follows:

Language Improvement for Deaf Adults, I, II
English for the Adult Deaf, I, II
Vocabulary Improvement for Deaf Adults, I, II
Reading and Writing Improvement for Deaf Adults, I, II

In Milwaukee, the 33 enrollees in the fall semester were divided into two groups on the basis of their scores on the modified Iowa Test. Two teachers were hired and an interpreter was used in both classes. These classes were scheduled for 16 weeks. By the eighth week, attendance had dropped to an average of five from 15. Very inclement weather, the Christmas holidays, and illness were thought to be the factors in the dropping away of students.

Twenty five percent of the first semester students enrolled in the Milwaukee language class the second semester. Attendance remained high throughout the eight-week session. This class was held on Thursday nights concurrently with the mathematics course. Some former students had switched to the mathematics class, and then returned to the second eight-week session for language. During the second eight-week session, attendance began to drop off after four weeks. This indicates that a 12-week session might be the optimum length for such a course.

The Madison class was limited to eight sessions. All 12 enrollees were placed in one class. The teacher used the simultaneous method. The enrollment was relatively stable in this class. On the basis of this experience, it was decided to schedule future classes for eight weeks only. The projected course in Delavan failed to develop the second semester because only four people enrolled.

On the basis of information gathered concerning the students' verbal abilities, it was necessary to key the instruction at a rather elementary level. After a few weeks of instruction, the conviction of those involved in the teaching of the language courses was that a planned structured course in linguistics might be helpful to the great majority of the students. A series of teachers meetings during the year with the project director resulted in the decision to adopt an entirely new approach to teaching language during the second semester. Consequently, a series of lessons based on transformational grammar as a means of clarifying language concepts was initiated. The teachers first had to acquaint themselves with transformational grammar. They followed a general plan prepared by the director, adding and revising as they went along. The series of lesson plans which evolved are included in this report for those persons interested in finding new methods for remediation of language with deaf adults. (See Chapter III.)

In addition to the structured lessons in transformational grammar, students were furnished with copies of the weekly newspaper, News for You. Each week one article was used as a basis for discussion and for development of vocabulary. No other commercial material was used with the exception of regular dictionaries and dictionaries of idioms. Programed language materials for the hearing and texts used in Basic Education for Adults had been reviewed and were discovered to be unsuited for these classes.

Course Offerings: Practical Economics

Eight-week courses in Practical Economics were offered in Delavan, Green Bay, and Madison. Experience with the pilot course in Milwaukee the previous year had demonstrated that there was enough material of interest to students to construct two courses, one in Consumer Economics and one in Personal Taxation. The course in taxation was offered the second semester to coincide with income tax filing time. In Delavan the course was taught by a deaf instructor using manual methods. In Green Bay the class was conducted orally. In Madison the teacher integrated the economics course with language lessons based on structural linguistics and transformational grammar. Three consultants also presented lectures in Madison. The teacher acted as interpreter and explained concepts unfamiliar to the class as the discussion progressed. She used the simultaneous method. Interest in these courses remained high throughout and there were practically no dropouts. Class size consisted of four, seven, and eighteen students in Delavan, Green Bay, and Madison respectively.

Course Offerings: Mathematics and Defensive Driving

The pilot course in Practical Economics in Milwaukee in 1966 had revealed that most of the students were weak in computation. They had little understanding of percentages, and were unable to handle fractions in practical problems. As a result, a course in Practical Mathematics which stressed computation

in practical situations, and which was slanted toward concept building was offered in Milwaukee. A bad auto accident and illness quickly reduced the class size from nine to five. The course was structured strictly to meet the requests of the individuals remaining in the class, and thus no syllabus was developed.

Students in Madison requested a course in Defensive Driving. The regular teacher arranged for lectures by traffic experts and served as the interpreter in this course. Students were very much interested in this four-week course, and they felt they had gained a good deal from it. No syllabus was developed for this course.

Evaluation of Classes by Students

Each student was asked to fill out an evaluation sheet and mail it to the director at the termination of the course. Dropouts were contacted and asked to fill out a questionnaire designed for them, but since the evaluations were anonymous, it was not possible to identify the classes or teachers on which the evaluations were made. This was an error inherent in the instrument. Some items on this questionnaire were ambiguous, and students misinterpreted items. Complete modification of this questionnaire is necessary if it is to be used in the future.

An interesting contrast appeared in the evaluation of teachers by dropouts and those continuing in the courses. Dropouts said they "did not like the teacher" while continuing students indicated that they "liked the teacher." The most frequent reason for dropping was lack of interest in the class and dissatisfaction with the teacher rather than bad weather or illness or revised employment schedules.

The following favorable comments were gathered by the chairman of the Publicity Committee and edited by her:

"I attend school at The University of Wisconsin Milwaukee because I am interested in bettering my language."

"We go to school to improve our language."

"We learned a lot about language at The University of Wisconsin-Milwaukee."

"We came not only to learn but to visit and socialize."

"We want more experience in vocabulary improvement. It is marvelous to have classes for deaf adults."

A letter to the project director contained these comments:

"Of all the classes I have attended I have learned most during the second time session, Vocabulary Improvement.

I want to tell you that I would much prefer to have one teacher who would lipread and fingerspell continually at the same time."

The method of communication preferred by most students was the simultaneous method. While interpretation was appreciated where it was used, it had the effect of removing the student from direct contact with the teacher. The last comment echoes this opinion. No evaluations were solicited from dropouts, but they might have been very illuminating and helpful in future planning.

Evaluation by the Staff

The teachers of all these classes were unanimous in expressing a sense of great satisfaction from working with motivated adults. Even though class size dwindled in the language classes, the hard core of students who stayed and who returned week after week allowed for continuity in teaching. This produced satisfying reactions in the teachers though they were disturbed by the dropouts. Each teacher expressed an interest in continuing to teach in the program if it were possible to do so. The teacher who used consultants felt that they added interest and stature to the course and recommended that future courses be funded so as to take advantage of such specialists.

The project assistant who attended all the sessions of the language classes in Milwaukee and who assisted in individualizing instruction, is a potential teacher of deaf children. She categorically stated that all student teachers ought to have the experience of observing an adult class for at least eight weeks and of working in one if possible. She felt she learned as much, if not more, than the students did and would be a better teacher of deaf children because of her contacts with adults.

The interpreter, the daughter of deaf parents, and who was a certified teacher of the deaf, felt that her contact with the new approach to teaching language opened vistas to her never before imagined. A graduate student was assigned to a class for field work and agreed with the above comment in regard to the insights she too received from the course. On the whole, reaction to the program was positive both by students and staff.

General Evaluation of Program

While the director had closest contact with the program and visited the local classes frequently, each coordinator became well acquainted with the program in his community. The concensus concerning staffing of classes was that only the best and most knowledgeable teachers should be hired for adult classes. Adults expect good teaching. They recognize it and they should get it.

Eight-week courses were found to be preferable to sixteen-week courses, but 12 or 16 week courses might be feasible if subject matter were varied enough to sustain interest. A great deal depends on the teacher of these classes to stimulate and maintain interest.

Publicity was at first handled rather sketchily. Not until a deaf publicity chairman was appointed did information begin to flow freely. When the deaf themselves became responsible for publicity, this aspect improved immensely. The experience of this year will provide any future programs with a good plan for publicizing the project. The deaf will be in charge.

The concept of area-wide public education programs for the adult deaf is sound. There is no reason why only a large metropolitan area should provide educational opportunities for continuing education. Expanding the geographical area for publicizing courses during the summer of 1967 should draw students from neighboring communities, especially in the Milwaukee lake shore area. Publicity is a very important ingredient in the success of any program where small numbers of people are involved.

Class size in language classes should be kept below eight, but class size for other courses might go as high as 15 depending upon the subject. Student registration fees can never be expected to support this program and outside funding will continue to be a requirement for continuance of the program.

Recommendations

1) While much information has been gathered concerning the interest and needs of deaf adults for continuing their education, the program is still in the pilot stage and should be maintained for at least one more year to determine whether it should become a part of public education.

2) Wider publicity of the program should be aimed at drawing in deaf adults from neighboring towns within commuting distances of the area programs. It does not seem feasible to start programs where only small numbers of deaf persons live, but if there is a demand in other areas of the state, every effort should be made to include them in the program.

3) The possibility of expanding offerings to include sensitivity training, personal adjustment, parliamentry procedure, investments, world problems, and speech improvement should be explored in order to attract a wider student body.

4) Every effort should be made to determine if there is a saturation level after which there will no longer be a demand for the kind of adult education offered at present. An estimate of when or if this might occur could influence the future course of the effort to maintain public continuing education for deaf adults in Wisconsin.

5) If demand continues, the area-wide program should be maintained under the aegis of some public education agency, preferably the University Extension Division with at least a part-time director responsible for the program.

6) Experimentation in instruction such as devising new methods in teaching language, integrating subject matter courses with language development, and developing conceptual thinking should be encouraged in adult programs. Clearer insights into educational procedures for deaf children might develop from such experimentation with adults.

7) The Advisory Committee proved to be a most helpful body in all aspects of the project. If the project is to be continued, the same members should continue to guide its destiny.

CHAPTER II

PRACTICAL ECONOMICS FOR DEAF ADULTS
LESSON PLANS

William Morehouse

Deaf Adults of today are confronted with a constant bombardment of advertising. It is the responsibility of people interested in the education and welfare of these adults to provide opportunities which help them use their earning power to the best advantage and to aid them in understanding the implications of being a taxpayer.

This guide for Consumer Economics and Personal Taxes has been prepared to assist teachers of adult education classes for the deaf. The material was selected on the basis of what the adults themselves wished to have included in the courses, and on the observed needs of those enrolled in the classes. The scope and sequence of the material presented herein are to be considered as guides and should be adapted to meet the specific interests of the members of each class.

The two sections of this guide are divided into eight lessons each. These lessons are designed to be covered in class periods of approximately two hours of instruction per session. Each lesson includes objectives, procedures, and suggestions for appropriate materials.

During the presentation of these lessons, no effort was made to structure the language of the students except where they were asked to write. Short objective tests were included on occasion to check comprehension of the material presented. Homework was welcomed by the students and assigned whenever appropriate.

No specific texts were used by the students. A good deal of teacher prepared material was duplicated for distribution to the students. These sheets were used for reading and discussion. The films and filmstrips which are suggested in the lessons were found to be helpful in clarifying concepts. References for teachers may be found in the bibliography at the end of the lesson plans.

PRACTICAL ECONOMICS FOR DEAF ADULTS

CONSUMER ECONOMICS: A course in buying wisely, installment buying, credit, banking, making a budget, and protection through insurance.

LESSON I - LESSON PLAN - CONSUMER ECONOMICS
Topic: Buying Canned Goods, Fruits, and Vegetables

OBJECTIVES

1. To understand what portion of one's income should be spent for food.
2. To learn to get the most for one's money.
3. To learn how to compare quality, quantity, and prices of canned food, fruits, and vegetables.
4. To use newspaper advertisements in order to shop wisely.

MATERIALS

1. Chart showing the use of one's income.
2. Display of canned products for class use.
3. Duplicated material for discussion.
4. Newspaper advertisements.
5. Film, "Home Management Buying."
6. Film, "Selection of Fruits and Vegetables."

Note: Film catalogs should be consulted for available films on the subjects under discussion. These catalogs are locally available at libraries, schools, and colleges.

PROCEDURE

1. List the things money buys for the home.
2. Discover that 25 to 30 percent of one's income is spent for food.
3. Discuss how to get more food value for one's money.
   a. Plan ahead.
   b. Compare prices and quality.
   c. Avoid impulse buying.
4. Show film, "Home Management Buying."
5. Explore the ways in which food is sold:
   a. fresh b. canned c. packaged d. frozen e. dried
6. Display a variety of canned products.
7. Understand the labels on canned and packaged products:

a. brand	e. ingredients	i. seasonings
b. manufacturer	f. approximate servings	j. quantity
c. packer	g. form-whole, sliced, etc.	k. grade
d. weight	h. dietetic	

8. Learn to select and store fresh fruits and vegetables:
   a. Shop early in the day.
   b. Buy in season for best flavor, color, and texture.
   c. Buy quantities that you can use while fresh.
   d. Select the least trimmed vegetables.
   e. Select the correct size for planned use.
   f. Prolong usability by proper storage.
9. Show film, "Selection of Fruits and Vegetables."
10. Compare grocery advertisements in local newspapers for best buys.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON II - LESSON PLAN - CONSUMER ECONOMICS
Topic: Buying Meat and Selecting Cutlery

OBJECTIVES

1. To become familiar with the variety of cuts of meat.
2. To be cognizant of the differences in cuts of meat.
3. To be aware of the qualities of meat in relation to the prices advertised.
4. To utilize newspaper advertisements in order to shop wisely.
5. To understand the differences in cutlery and its uses.

MATERIALS

1. Pictures of bones found in cuts of meat.
2. Pictures of cuts of meat. (Can be obtained from a local meat packing company)
3. Charts of animals showing location of cuts of meat.
4. Newspaper advertisements.
5. Duplicated material for discussion.
6. Display or pictures of types of knives.
7. Filmstrip, "When It's Your Turn at the Meat Counter."

PROCEDURE

1. Discuss the varieties of meats which are available: beef, pork, lamb, veal.
2. List the variety of cuts that are available under the proper headings:
   a. Beef: 1) T-bone 2) porter house 3) tenderloin 4) others
   b. Pork: 1) loin chop 2) roast 3) ham 4) others
   c. Lamb: 1) chops 2) shoulder 3) leg 4) others
   d. Veal: 1) chops 2) cutlets 3) roast 4) others
3. Match bone shapes with cuts of meat:
   a. T-bone c. wedge bone e. blade bone
   b. rib bone d. round bone
4. Locate cuts of meat on different animals:
   a. porter house steak c. spareribs e. ham
   b. lamb chops d. roasts f. others
5. Understand the terms used to determine quality:
   a. prime b. select c. choice
6. Check newspaper advertisements for quality and price per pound for best buys.
7. Show filmstrip, "When It's Your Turn at the Meat Counter."
8. Learn to recognize and select the correct cutlery for specific tasks:
   a. utility knife c. steak slicer
   b. paring knife d. others

HOMEWORK

Prepare a short shopping list of canned goods, fruits, vegetables, and meats. Assign students to check grocery advertisements and select the store at which to shop.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON III - LESSON PLAN - CONSUMER ECONOMICS
Topic: Buying a Used Car

OBJECTIVES

1. To understand the importance of automobiles to modern day living.
2. To realize the changes that automobiles have caused in our economy.
3. To become familiar with helpful information concerning the purchase of a used car.
4. To use advertising for comparing values.

MATERIALS

1. Newspaper advertisements for used cars.
2. Blue Book of car prices.
3. Duplicated material for discussion and reference.
4. Filmstrip, "You and the Auto."

PROCEDURE

1. Discuss why Americans are interested in cars.
2. List uses of a car: a. work c. pleasure
   b. shopping d. other
3. Understand how the automobile has changed our country:
   a. highway construction c. suburban living
   b. shopping centers d. drive-in establishments
4. Show filmstrip, "You and the Auto."
5. Discuss reasons why one cannot always buy a new car.
6. Investigate the students' knowledge of things to look for in used cars.
7. Discuss the following 12 points on buying used cars:
   a. Check all glass for pitting, cracking, or smoky color. Putting in new glass is very expensive.
   b. Check the body at an angle for rippled surface.
   c. Check the edge of the lower body for rust. Push your finger against it. Dotted or pitted spots show that rusting will get worse.
   d. Check doors which sag or are hard to close. The frame of the car may be damaged.
   e. Check all door and window hardware.
   f. Check seats for sagging or broken springs. They may show lots of mileage.
   g. Check inside for wear and damage.
   h. Check brakes by pushing pedal. Watch for low pedal or oil leaks.
   i. Check for free movement in steering wheel. With front wheels pointed straight ahead, move wheel without moving the tires.
   j. Move car back to look for fresh water or oil on the ground.
   k. Cars with automatic transmission: Put drive selector in all positions with motor running and listen for strange noises.
   l. Run motor and see if the exhaust shows much smoke.
8. Locate automobile advertisements of cars with the same description including year, model, equipment, and price for comparison.
9. Discuss how one would make a decision regarding the selection of a car.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON IV - LESSON PLAN - CONSUMER ECONOMICS
Topic: Understanding Financing

OBJECTIVES

1. To understand the types of credit and financing that are available to the consumer.
2. To become familiar with the terminology used by the credit agencies.
3. To be aware of the ways in which purchases and additional charges are stated on customer accounts.
4. To be cognizant of the different ways in which interest may be computed.
5. To provide practice in computing interest rates.

MATERIALS

1. Copies of sales slips and statements from department stores.
2. Problems in figuring totals on statements.
3. Duplicated list of vocabulary and definition of terms.
4. Problems in computing interest rates on loans and monthly payments.
5. Film, "Installment Buying."

PROCEDURE

1. Discuss features of installment buying:
   a. long term
   b. short term
   c. down payments
   d. sales contracts
   e. title of ownership
2. Discover through discussion the types of credit that are available:
   a. charge accounts
   b. installment accounts
   c. credit unions and small loan companies
3. Show film, "Intelligent Buying."
4. Give examples of weekly or monthly credit accounts:
   a. newspaper b. milk deliveries c. gasoline credit cards
5. Discuss and clarify such terms that appear on contracts as:
   a. cash price
   b. service charge
   c. taxes
   d. total purchase price
   e. down payment
   f. trade-in-allowance
   g. unpaid balance
   h. amount of each payment
   i. penalties for missing payments
6. Show examples of customers' sales slips and monthly bills.
7. Provide problems in totaling monthly department store purchases, exchanges, and returns.
8. Discuss interest rates on loans and give examples of:
   a. Deducting interest in advance
   b. Interest computed on the unpaid balance
   c. Computing monthly payments
9. Provide problems in computing interest rates and figuring monthly payments.
10. Point out the necessary precautions before signing contracts:
    a. Information must be correct and complete.
    b. Financial figures must be accurate.
    c. Terms must be clearly understood.

HOMEWORK

Study the terms used in financing.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON V - LESSON PLAN - CONSUMER ECONOMICS
Topic: Understanding Banking Services

OBJECTIVES

1. To determine the amount of retention of information from Lesson IV.
2. To understand the services banks provide.
3. To promote understanding of savings accounts and earned interest.
4. To better understand checking accounts by providing practice in writing checks and reconciling bank balances.

MATERIALS

1. Test on vocabulary of Lesson IV.
2. Transparency of a page from a savings account passbook.
3. Large sheets of newsprint.
4. Worksheets for computing interest on savings account.
5. Special and regular account checkbooks.
6. Transparency of a blank check and stub.
7. A checkbook, cancelled checks, and a bank statement.
8. Problems and materials for homework assignments.
9. Film, "Using the Bank."

PROCEDURE

1. Give matching test on vocabulary from Lesson IV.
2. Discuss the services that a bank offers customers:
   a. checking accounts b. savings accounts c. loans
3. Point out and explain how money in savings accounts is protected:
   a. Government insurance
   b. Government regulations
   c. Government supervision
4. Project and explain a sample passbook page showing deposits and withdrawals.
5. Explain interest rates that banks pay on savings accounts.
6. Provide worksheets for computing bank balances and interest earned.
7. Discuss the types of checking accounts and describe how these services differ: a. special b. regular.
8. Relate procedure for opening a checking account:
   a. application b. signature card c. identification number
9. Project a transparency of a typical blank check and stub portion on a sheet of newsprint.
10. have students fill in the blank check and the stub, and forward the balance stressing:
    a. use of pen
    b. use of same signature
    c. completeness
    d. care in maintaining balance
11. Demonstrate method for reconciling the bank balance with checkbook using actual bank book, canceled checks, and bank statement.
12. Discuss the kinds of endorsements, and when and where to endorse checks.
13. Show film, "Using the Bank."

HOMEWORK

Distribute problems including writing checks and reconciling bank statements.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON VI - LESSON PLAN - CONSUMER ECONOMICS
Topic: Budgeting

OBJECTIVES

1. To fully understand all the needs and wants of a family that must be considered in preparing a budget.
2. To be aware of the approximate amount of one's income necessary for each item in the budget.
3. To provide additional experience in computation.
4. To learn to make a budget.

MATERIALS

1. Filmstrip, "Spending Your Money."
2. Transparency of a graph showing the division of a dollar into the budget.
3. Film, "Learning to Manage Your Money."
4. Film, "Your Family Budget."
5. Duplicated budget sheets.
6. Problems for making a budget.

PROCEDURE

1. Exchange homework assignments and check work.
2. Discuss and list the needs and wants of a family on the blackboard:
   a. needs: food, shelter, clothing, education, insurance and taxes, utilities, medical and dental, transportation
   b. wants: vocations, new home, personal
3. Point out the necessity of budgeting in order to maintain harmony within a family, and, also, that budgeting is not penny-pinching but penny stretching.
4. Show filmstrip, "Spending Your Money."
5. Discuss the information gained from the filmstrip.
6. Project a graph showing the division of a dollar into the budget needs.
7. Discuss and make an itemized list of items to be included in a family budget. Allow columns for estimating expenses for each item on a weekly and/or monthly basis.
8. Film, "Learning to Manage Your Money."
9. Film, "Your Family Budget."
10. Pass out duplicated sheets of a family budget.
11. Provide information pertaining to the income of a family and budget the money appropriately, taking into consideration the graph on the dollar distribution.

HOMEWORK

Using the information from class, have the students prepare a budget for themselves.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSONS VII and VIII - LESSON PLAN - CONSUMER ECONOMICS

Topic: Understanding Automobile Insurance, Life Insurance, Health Insurance, and Fire Insurance

OBJECTIVES

1. To provide information about insurance.
2. To help the adult realize the importance of planning insurance for his future.
3. To help the adult increase his vocabulary regarding insurance.
4. To help the adult realize the importance of planning and keeping an inventory of his household.

MATERIALS

1. Transparency of an automobile insurance policy.
2. Duplicated sheets of each type of insurance for discussion and reference.
3. Duplicated inventory sheets for household goods.

PROCEDURE

1. Discuss the following vocabulary pertaining to automobile insurance:
   a. bodily injury c. insurance e. property damage
   b. comprehensive d. collision f. automobile
2. Point out the necessity for carrying automobile insurance:
   a. To pay for injuries to self or others
   b. To pay for damage to property
3. Discuss what is included in comprehensive coverage:
   a. theft c. tornado e. glass breakage
   b. fire d. wind storms f. other similar losses
4. Discuss the different rates for collision coverage and explain deductible policies.
5. Discuss the coverage provided by property damage insurance.
6. Discuss bodily injury insurance and the least amount of insurance one should carry according to the State Motor Vehicle Department.
7. Project transparencies of actual automobile insurance policies and go through them item by item.
8. Discuss the importance of having life insurance to protect the family.
9. Discuss the three most common types of life insurance:
   a. term insurance policies
   b. straight life insurance policies
   c. endowment insurance policies
10. Discuss the coverage provided for by:
    a. hospital insurance c. general medical insurance e. loss of income
    b. surgical insurance d. major medical insurance insurance
11. Discuss the ways in which health and accident insurance may be purchased:
    a. individually b. group
12. Discuss the meaning of Workmen's Compensation.
13. Discuss the standard fire policy and what is included in extended coverage.
14. Discuss the coverage provided by a homeowner's policy, property insurance, and personal liability insurance.
15. Pass out duplicated inventory sheets for household goods.
16. Discuss the importance of keeping a household inventory and provide practice in completing the work sheets.

PRACTICAL ECONOMICS FOR DEAF ADULTS

PERSONAL TAXES: A course in understanding state and federal withholding taxes, social security deductions, and figuring personal state and federal income taxes.

LESSON I - LESSON PLAN - PERSONAL TAXES
Topic: Understanding the Meaning of Taxes

OBJECTIVES

1. To develop an understanding of the responsibility of every citizen to his country.
2. To understand how the government gets money.
3. To appreciate the services provided by our government.
4. To become familiar with the various income tax forms, withholding forms, and social security.
5. To understand the vocabulary used on tax forms.

MATERIALS

1. Charts of general expenditures of state and federal governments.
2. Copies of various forms used in computing income taxes.
3. Film, "Federal Taxation."
4. Duplicated vocabulary list.

PROCEDURE

1. Discuss the meaning of "income tax" and who shares in the cost of the government.
2. Discuss in what other ways the government gets money.
3. List several other kinds of taxes:
   a. property
   b. commodity and service
   c. import
   d. estate, inheritance, and gift
   e. social security
4. Discuss what happens to our tax money be securing a chart that shows what percent of the tax dollar is used for the various services.
5. Show the film, "Federal Taxation."
6. Distribute and discuss various forms that are available to aid the individual prepare and compute his income taxes.

HOMEWORK

Distribute vocabulary list and definitions to learn.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON II - LESSON PLAN - PERSONAL TAXES
Topic: Understanding Deductions and W-2 Forms

OBJECTIVES

1. To determine the ability of the students to understand the vocabulary from Lesson I.
2. To understand the implications of social security.
3. To understand the system of withholding social security.
4. To understand all the withholdings from one's income.
5. To provide opportunities for computation in order to determine the students' ability and accuracy.

MATERIALS

1. Matching type quiz on vocabulary.
2. Teacher prepared material on "Social Security and Pensions."
3. Transparency of Form W-2 for overhead projector.
4. Duplicated information for filling out Form W-2.
5. Duplicated copies of Form W-2.

PROCEDURE

1. Quiz on previously assigned vocabulary.
2. Distribute and discuss material on social security and pensions.
3. Project Form W-2 on overhead and explain all sections.
4. Compute percentage of income withheld for federal income tax, state income tax, and social security.
5. Practice computing amounts of social security withheld from various incomes:
   a. incomes under maximum withholding
   b. incomes over maximum withholding

HOMEWORK

Problems in filling out Form W-2.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON III - LESSON PLAN - PERSONAL TAXES
Topic: Using Form 1040A for Incomes under $5000

OBJECTIVES

1. To understand instructions for completing Form 1040A.
2. To learn to read tables for computing taxes.
3. To provide practice in filling out and computing taxes on Form 1040A.

MATERIALS

1. Instruction booklets for Form 1040A.
2. Transparency of Form 1040A.
3. Large sheets of newsprint.
4. Duplicated W-2 forms.
5. Duplicated 1040A forms.
6. Problems for computing taxes.

PROCEDURE

1. Check homework for completeness, accuracy, and manuscript.
2. Pass out instruction booklet for Form 1040A.
3. Project a blank Form 1040A on a large sheet of newsprint.
4. Discuss instructions for completing and computing taxes on Form 1040A for a single taxpayer.
5. Have the class complete Form 1040A on the projection and compute the tax.
6. Remove the projection and have the students complete the same problem on duplicated 1040A forms.

HOMEWORK

Distribute a similar problem and duplicated Form 1040A.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON IV - LESSON PLAN - PERSONAL TAXES
Topic: Using Form 1040A for Incomes under $10,000

OBJECTIVES

1. To review Lesson III.
2. To understand the different tax tables.
3. To provide practice in computing taxes using the tax tables.
4. To check for accuracy in filling out Form 1040A for persons with incomes over $5000 but under $10,000.

MATERIALS

1. Instruction booklet for Form 1040A.
2. Problems for computing taxes on incomes over $5000.
3. Transparency of Form 1040A for overhead projection.
4. Large sheets of newsprint.
5. Problems for completing Form 1040A for persons with incomes over $5000.

PROCEDURE

1. Check homework assignment.
2. Point out differences in tax tables:
   a. Tax Table A - For incomes less than $5000
   b. Tax Table B - Married persons filing joint returns
   c. Tax Table C - Married persons filing separate returns
3. Practice computing taxes on incomes of varying amounts.
4. Project Form 1040A on a sheet of newsprint and complete the form using different amounts of income for:
   1. married persons with no children
   2. married persons with a child
   3. married persons with more than one child
5. Distribute problems to be worked in class. Check individual work for accuracy, legibility, and completeness.

HOMEWORK

Assign another complete problem to be worked.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON V - LESSON PLAN - PERSONAL TAXES
Topic: Using Tax Form 1040

OBJECTIVES

1. To test accuracy in using tax tables.
2. To check accuracy and completeness in filling out Form 1040A.
3. To understand the difference between Form 1040A and Form 1040.
4. To provide practice in filling out and computing taxes on Form 1040.

MATERIALS

1. Test on computing taxes using tax tables.
2. Tax Forms 1040 and 1040A.
3. Instruction booklet for Form 1040.
4. Transparency of Form 1040.
5. Large sheets of newsprint.
6. Information for completing and computing taxes on Form 1040.

PROCEDURE

1. Test on computing taxes of incomes of varying amounts using tax tables.
2. Check individual homework assignments.
3. Make and project transparencies of tax forms which were incorrect for class discussion and correction.
4. Compare Form 1040A with Form 1040. Note similarities and differences.
5. Distribute instruction booklets for Form 1040.
6. Pass out Form W-2 which have complete tax information.
7. Project Form 1040 on a large sheet of newsprint.
8. Work through instructions for Form 1040. Have students complete the information on the projected form.

HOMEWORK

Assign a problem to be completed on Form 1040.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON VI - LESSON PLAN - PERSONAL TAXES
Topic: Using Tax Form 1A-Single Persons

OBJECTIVES

1. To understand a withholding statement.
2. To understand the instructions for State Tax Form 1A.
3. To provide practice in completing Form 1A and computing tax.
4. To check accuracy in using tax tables for Form 1A.

MATERIALS

1. General instructions for completing State Form 1A.
2. Actual copies of completed withholding forms including Form WT-9.
3. Transparency of Form 1A.
4. Large sheets of newsprint.
5. Duplicated copies of Form WT-9 with tax information.
6. Duplicated copies of Tax Form 1A.
7. Problems for homework in computing state taxes for a single person.

PROCEDURE

1. Check homework assignments for completing Form 1040.
2. Explain and show the withholding statements. Note that the Wisconsin Withholding Tax Statement is Form WT-9.
3. Distribute general instructions for completing State Form 1A.
4. Compare state form with federal forms. Note similar terms and procedures.
5. Provide withholding information for computing state tax for a single person.
6. Project Form 1A on newsprint.
7. Work through instructions as students fill in the projected form.
8. Compute the taxes using the tax table.
9. Figure taxes for a single taxpayer using different incomes.

HOMEWORK

Assign a problem for Form 1A.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON VII - LESSON PLAN - PERSONAL TAXES
Topic: Using Tax Form 1A - Married Persons

OBJECTIVES

1. To understand how married couples use Form 1A.
2. To provide an opportunity to complete Form 1A for married couples.
3. To give additional practice in computing taxes using tables.

MATERIALS

1. Transparency for overhead projection of Form 1A.
2. Large sheets of newsprint.
3. General instructions for completing Form 1A.
4. Duplicated WT-9 forms for a married couple.
5. Problems and Form 1A for group work.

PROCEDURE

1. Check homework for State Tax Form 1A for a single person.
2. Project Form 1A on newsprint.
3. Provide withholding information for completing Form 1A for married couples who are both employed.
4. Work through instructions having students print the correct information on the projected Form 1A.
5. Compute the taxes using the appropriate tax table.
6. Divide the class into sections. Give each section a problem to work out on Form 1A.
7. Have students exchange forms and correct each others' papers.

HOMEWORK

Assign review of all material covered in the course and announce that anyone who wished to work on his personal income taxes the last week may do so.

PRACTICAL ECONOMICS FOR DEAF ADULTS

LESSON VIII - LESSON PLAN - PERSONAL TAXES
Topic: Test and Work on Individual Personal Income Tax or Problems

OBJECTIVES

1. To gain knowledge of the ability of each student to work on his personal income taxes.
2. To provide time for students to work on their own personal income taxes.
3. To provide additional practice to those who do not wish to work on their own taxes.
4. To evaluate each student's work and inform him of his capabilities in figuring taxes.

MATERIALS

1. Test on all material covered in the course.
2. Problems in figuring federal and state income tazes.
3. Federal and state forms for completing and computing problems.

PROCEDURE

1. Give a comprehensive test on vocabulary and information pertaining to understanding and completing federal and state income tax forms.
2. Allow time for those students who elected to work on their personal income taxes to do so.
3. Provide problems in figuring federal and state income taxes to those students who did not wish to work on their own taxes.
4. Correct the tests and write individual comments concerning each student's knowledge of figuring taxes.
5. Assist students who are working on their own taxes.
6. Check the work of the students who are working on the problems provided by the instructor.
7. Distribute and discuss test results.

CONTINUING EDUCATION FOR DEAF ADULTS

PRACTICAL ECONOMICS

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CHAPTER III

LESSON PLANS: ENGLISH FOR DEAF ADULTS
Based on Transformational Grammar

Alice Streng

The firmly stated objectives of the students participating in the language classes were: 1) to learn grammar, 2) to learn to express themselves better in writing, and 3) to enlarge their vocabularies. Since the statement of their own objectives was explicit, teachers quickly adopted these same goals.

The observed inadequacies in the language of the adults were the same ones which plague teachers in the elementary and secondary schools of the country. Errors in sentence structure, semantic confusion, and lack of adequate vocabulary all contributed to the difficulties experienced by the adults.

In order to broaden vocabulary, Editions A or B of News for You, a weekly newspaper in easy English for adults (published by Laubach Literary, Inc., Box 131, Syracuse, New York 13210) was provided for each student. An article or articles of current interest were discussed largely with the view to broadening horizons, clarifying read material and refining understanding of vocabulary usage. These discussions consumed a part of the two-hour class session. No plans are included for this aspect of the language program.

Since the tried and true methods of teaching the deaf had not been entirely successful, judging from the verbal capacity of the students, it was decided to use a new approach with these adults. Transformational grammar was chosen as holding promise for clarifying their imprecise concepts of how English was put together.

Transformational-generative grammar is based on the premise that in each language there are a few simple, active declarative sentences from which all others can be generated either by adding to, rearranging, and/or combining in order to form new and original sentences. Like modern mathematics, transformational grammar deals conceptually with language and uses a notation system to express the rules for the structuring of the language.

The portion of the class period devoted to the study of grammar stressed structure rather than vocabulary. Everyday experiences were chosen as the basis for the grammar lessons so that students would not have to deal with an inordinate amount of new vocabulary and grammatical material simultaneously. Even so, a certain amount of time had to be spent in clarifying usage of the most common verbs and nouns where misconceptions existed. However, this was held to a minimum by the selection of the topics for each lesson.

While the approach was new to both teachers and students, it offered more than novelty. The light of understanding of when and why one used a certain structure appeared in more than one eye during the sessions. When students understood, they had no difficulty in applying the underlying rule. This is not to imply that merely knowing rules will overcome all past errors. Along with understanding must go a great deal of pattern practice. In fact the time devoted to the pattern practice is by far the most important aspect of the lessons. Its objective is to overcome long-standing faulty habits and to give practice in correct structure.

The eight lessons in this section contain only the briefest introduction to transformational grammar. The first five lessons introduce five basic or kernel sentences, and the remaining three deal with transformations, namely, the prenominal and postnominal adjective, the yes-no question transformation (T/yes-no) in statements containing auxiliaries, and the obligatory T/do-did transformation for questions in which no other auxiliary appears in the verb phrase.

This set of plans was not devised to be completed in any specific time period. The time factor might be influenced by 1) the language ability of the students, 2) the length of the class period, and 3) the constancy of class attendance.

ENGLISH FOR DEAF ADULTS

LESSON I - LESSON PLAN - TOPIC: AROUND THE HOUSE, DAILY ACTIVITIES

OBJECTIVES

1. To introduce and practice Sentence Pattern Number 1: NP + VP
   Noun + Verb = N + V
   N + V is equivalent to Noun Phrase + Verb Phrase.
   Noun Phrase + Verb Phrase $\longrightarrow$ NP + VP
   "$\longrightarrow$" means something is equivalent to, or "may be rewritten as."
   Examples of NP + VP: Babies cry. John telephoned.
   The dog barks. We laughed.

2. To review the past tense of common intransitive verbs used in describing daily activities.

3. To develop and enrich meanings and use of commonly used vocabulary items with emphasis on the idiomatic , as:
   a. I <u>washed</u> on Monday. (Generally refers to clothes but not to one's hair or body.)
   b. I <u>wiped up</u> the floor, but not I <u>wiped</u> the floor.
   c. I <u>wiped</u> the dishes, but not I <u>wiped up</u> the dishes.

4. To clarify basic rules for articles: a, an, some, the; Ø.
   (Ø stands for no article or zero article.)

MATERIALS

Overhead projector, transparencies, vari-colored pens, blackboard, dictionaries (regular and idiom)

PROCEDURE

	WORKSHEET ITEM NO.:
1. Teacher begins lesson by telling a few things he himself did this day using NP + VP.	
2. In preparation for introduction of tense, a list of common verbs is solicited from the students and placed on the blackboard or overhead transparencies.	3, 4, 5
3. Vocabulary: "base form," V_i (Intransitive Verb), and S$\longrightarrow$NP + VP are explained and used by the teacher. Illustrations explain all notations. (Sentence$\longrightarrow$S)	1, 2, 3, 4
4. Articles (Art) are discussed as soon as necessary for use in sentences and in anticipation of Lesson II.	7, 8, 9, 10, 11
5. Pattern practice: Each student gives as many sentences as time allows using lists developed by class (orally or spelled, and written).	12
6. Students' errors are noted and clarified immediately.	
7. Worksheets are given to students to do in class under direction, and they may be used as a basis for discussion.	

ENGLISH FOR DEAF ADULTS

LESSON I - WORKSHEET - TOPIC: AROUND THE HOUSE, DAILY ACTIVITIES

BASIC SENTENCE PATTERN NUMBER 1

1. A sentence may consist of a noun + a verb.
   Example: Betty cried. S ⟶ N + V

2. A sentence may consist of a noun phrase + a verb phrase: S ⟶ NP + VP
   Examples: a. The baby can walk.
   b. The baby walked.
   c. John shaves.
   d. I sneezed.

TENSE

3. Write the past tense of the following verbs. (These are all V_i verbs.)
   Intransitive Verbs ⟶ V_i

Base Form	Past Tense
a. wake up	a._____
b. get up	b._____
c. yawn	c._____
d. stretch	d._____
e. bathe	e._____
f. shower	f._____
g. shave	g._____
h. eat	h._____

4. Write the base form of these verbs. (These are all V_i verbs.)

Past Tense	Base Form
a. cried	a._____
b. smiled	b._____
c. cooed	c._____
d. laughed	d._____
e. coughed	e._____
f. sneezed	f._____
g. hiccoughed	g._____
h. crawled	h._____
i. fell	i._____

5. Write the past tense of these verbs.

Base Form	Past Tense
a. wash	a._____
b. iron	b._____
c. clean	c._____
d. dust	d._____
e. vacuum	e._____
f. bake	f._____

LESSON I WORKSHEET (CONTINUED)

NOUN PHRASES (Noun Phrase ⟶ NP) (Ø means we use no article)

6. Cross out the words that are not NPs.

a. the baby	c. some men	e. a boy	g. this house
b. wish	d. here	f. Ø potatoes	h. blow

7. Use a or an with these nouns:

a._____egg	d._____umbrella	g._____rug
b._____cake	e._____house	h._____toothbrush
c._____diaper	f._____apple	i._____used car

8. We use the with these nouns when we talk about our houses.
Examples:

a. the porch	d. the bathroom	g. the garage
b. the roof	e. the kitchen sink	h. the driveway
c. the kitchen	f. the stove	i. the lawn

9. We use Ø with some nouns. (Ø means we use no article)
Examples:

a. Ø Gimbels	c. Ø Milwaukee	e. Ø Mitchell Street
b. Ø Lake Michigan	d. Ø Jerry	f. Ø Karen

10. Underline the word or symbol that points to a noun.

a. the light	c. an egg	e. Ø Wisconsin
b. a spoon	d. the truth	f. some girls

11. Fill in the blanks with the correct article: a, an, the, or with Ø.

a._____Chicago	d._____Chrissie	g._____Fox Lake
b._____yard	e._____sidewalk	h._____chimney
c._____Second Street	f._____Wisconsin River	i._____basement

12. We will write sentences that tell what we did today. Which tense will we use, past or present?_____
Use only the sentence form NP + VP. Use the verbs listed below.

wake up stretch get up yawn dress shave

a._____

b._____

c._____

d._____

e._____

f._____

ENGLISH FOR DEAF ADULTS

LESSON II - LESSON PLAN - TOPIC: AROUND THE HOUSE, DAILY ACTIVITIES

OBJECTIVES

1. To introduce and practice Sentence Pattern Number 2:
   $NP_1 + VP + NP_2 + (Adv)$
   Noun Phrase + Verb Phrase + Noun Phrase + Optional Adverb ⟶
   $NP_1 + VP + NP_2 + (Adv)$
   (Adv) means that an adverb or adverbs may be added to any sentence if desired.
2. To review past tense of common transitive verbs.
3. To review and contrast Sentence Patterns Numbers 1 and 2.
   a. NP + VP b. $NP_1 + VP + NP_2$
4. To review use of articles: a, an, some, the.
5. To expand basic patterns by use of adverbs of location, manner, and time at the end of the patterns.
   a. NP + VP + (Adv) b. $NP_1 + VP + NP_2 + (Adv)$
6. To introduce order of adverbial modifiers: WHERE, HOW, WHEN

MATERIALS

Overhead projector, transparencies, vari-colored pens, blackboard, dictionaries, flash cards [WHERE] [HOW] [WHEN]

PROCEDURE

	WORKSHEET ITEM NO.:
1. Questions concerning worksheets of Lesson I are answered.	
2. Teacher begins by giving a resume of several of his activities of that day using $NP_1 + VP + NP_2$.	1
3. List of transitive verbs is solicited from the class and placed on the blackboard or overhead, either as base form or past tense, and then converted to the past tense or base form.	2
4. Use of articles reviewed: a, an, the, some	3, 4, 5
5. Pattern Practice: Students give as many sentences as time allows using list previously developed by class (oral and written).	6
6. Contrast Sentence Patterns Numbers 1 and 2, and present exercises for their identification.	11
7. Introduce order of adverbs at end of sentence using any devices appropriate: flash cards, transparencies.	8, 9, 10
8. Students are given worksheets to do in class under direction, and they may be used as a basis for discussion.	

ENGLISH FOR DEAF ADULTS

LESSON II - WORKSHEET - TOPIC: AROUND THE HOUSE, DAILY ACTIVITIES

BASIC SENTENCE PATTERN NUMBER 2

1. A sentence may be made up of a noun phrase + a verb phrase + a second noun phrase.
   Example: A girl peeled an orange. $S \longrightarrow NP_1 + VP + NP_2$
   (NP_1 is not the same as NP_2).

TENSE

2. Write the past tense of the verbs below. These are all V_t verbs.
   Transitive Verbs $\longrightarrow V_t$

Base Form	Past Tense	Base Form	Past Tense	Base Form	Past Tense
a. mow	_____	j. take off	_____	s. cook	_____
b. cut	_____	k. paint	_____	t. peel	_____
c. plant	_____	l. empty	_____	u. clean	_____
d. rake	_____	m. comb	_____	v. set	_____
e. shovel	_____	n. polish	_____	w. defrost	_____
f. sweep	_____	o. fix	_____	x. bathe	_____
g. wax	_____	p. make	_____	y. dress	_____
h. change	_____	q. wash	_____	z. feed	_____

NOUN PHRASES (Noun Phrases $\longrightarrow$ NPs)

3. When do we use a, an, and the?
   a. We use a before a word that begins with a consonant, as, a book.
   b. We use an before a word that begins with a vowel as, an onion.
   c. We use the if:
      1) I know and you know what thing we are talking about.
      2) there is only one thing to talk about.
      3) we are talking about the names of oceans and rivers.

4. If I know and you don't know what thing we are talking about, which article(s) do we use? _____

5. If I don't know what thing you are talking about, which article(s) will you use? _____

SENTENCES

6. Please write sentences using the past tense. Write about things we do around the house. Use $NP_1 + VP + NP_2$. Choose verbs from the list in Number 2 above.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

LESSON II WORKSHEET (CONTINUED)

SENTENCE EXPANSION: ADVERBS

7. Adverbs tell more about verbs. Adverb ⟶ Adv
Adverbs tell: WHERE: Adverb of Location ⟶ Adv_{Loc}
HOW: Adverb of Manner ⟶ Adv_{Man}
WHEN: Adverb of Time ⟶ Adv_{Tm}

8. If you use three adverbs at the end of a sentence:
WHERE comes first, HOW comes next, and WHEN comes last.

Examples: a. I went home | on the bus | yesterday.
WHERE | HOW | WHEN

b. I saw Mrs. Jones downtown | this afternoon.
WHERE | WHEN

c. Barbara ate her supper fast | tonight.
HOW | WHEN

9. Some verbs are both V_i and V_t. Some verb phrases are both V_i and V_t. Write the i or the t in the sentence patterns:

Examples: Mrs. Franz washed this morning. $NP + VP_i + (Adv)_{Tm}$
Mrs. Franz washed her hair today. $NP_1 + VP_t + NP_2 + (Adv)_{Tm}$

a. Mrs. Dunn cleaned all day. $NP + VP + (Adv)_{Tm}$

b. Mr. Dunn cleaned the garage. $NP_1 + VP + NP_2$

c. Gloria bathed this morning. $NP + VP + (Adv)_{Tm}$

d. Gloria bathed the baby this morning. $NP_1 + VP + NP_2 + (Adv)_{Tm}$

e. I baked some cookies. $NP_1 + VP + NP_2$

f. I dusted. $NP + VP$

10. You may add an adverb or adverbs to every sentence you write. Add an adverb or adverbs to the sentences below. Use adverbs that tell WHERE, HOW, or WHEN: Adv_{Loc}, Adv_{Man}, Adv_{Tm}.

Sentence Pattern		Adverb or Adverbs
a. _____	A man fixed the faucet	_____.
b. _____	My mother defrosted the refrigerator	_____.
c. _____	I bathed	_____.
d. _____	Those boys shoveled the sidewalk	_____.
e. _____	We raked the grass	_____.
f. _____	I yawned	_____.
g. _____	He waxed the car	_____.

11. Now write the sentence pattern in the blanks above.

ENGLISH FOR DEAF ADULTS

LESSON III - LESSON PLAN - TOPIC: OCCUPATIONS

OBJECTIVES

1. To introduce and practice the first of three basic patterns built on the verb be, namely, NP + be + NP. Example: My name is Alice.
2. To review the past and present tense forms of be using them in sentences with occupations, and in sentences in which the second NP is qualified be an adjective as, "Mrs. Jones is a good cook." (This actually results from a transformation, but in this lesson no mention will be made of it.)
3. The concept of the adjective is introduced in anticipation of the second sentence pattern with be. (See Lesson IV.)
4. To review names of occupations of students in the class, and to list as many other occupations as are volunteered. If students are not familiar with the ordinary occupations of people who may serve them daily or in emergencies, the teacher should be sure to include them in the list so as to increase the students' vocabularies.

MATERIALS

Overhead projector, transparencies, colored pens, blackboard, dictionaries

PROCEDURE	WORKSHEET ITEM NO.:
1. Previous lesson is reviewed if students have questions concerning any of the items on Worksheet II.	
2. Teacher introduces lesson by asking each student his occupation. Unidentifiable occupations such as helper or apprentice may be discussed, but not too much time should be spent on them. The occupations may be listed on the blackboard or on the transparencies for the overhead. Sentences using the pattern of the lesson are written on the blackboard by the teacher and the students.	4
3. The verb be is then discussed in detail. Its present and past forms for the first, second, and third person, singular and plural, are placed in a chart previously prepared. Be may be contrasted with such regular verbs as look, and with irregular verbs as got to show the differences in the forms used for each of these verbs.	2
4. The new sentence pattern is presented: NP + be + NP.	1
5. Pattern practice is begun by using occupations as the final NP, and then by adding an adjective or another noun before the final NP as, John is a machine operator. Paul is a fast worker. (Machine operator is considered one word for purposes of this lesson.)	6, 9
6. Opportunity to use both singular and plural, past and present of verb be should be given in sentence pattern practice.	
7. Students' errors are noted and corrected at once. If possible, students should correct their own errors if they fall within the patterns and rules covered in previous lessons.	
8. Students are given worksheets to do in class under direction and they may be used as a basis for discussion.	

ENGLISH FOR DEAF ADULTS

LESSON III - WORKSHEET - TOPIC: OCCUPATIONS

BASIC SENTENCE PATTERN NUMBER 3

1. NP + be + NP
   Examples: James is a draftsman.
   That man is a magician.

2. The verb be has 8 forms: be, am, are, is, was, were, being, been.

3. Fill in the chart with the forms of be.

		Present	Past
a.	I		
b.	You		
c.	He She It		
d.	We		
e.	They		

NOUN PHRASES

4. Write the name of an occupation on the lines.

   Examples: I am a teacher.
   Pat is a housewife.

   a. Jim is _____.
   b. Paul is _____.
   c. June is _____.

5. These are some more occupations. Write different ones on the lines.

   a. a carpenter
   b. a plumber
   c. an electrician
   d. a meter reader
   e. a garbage man
   f. a repairman
   g. a gas station attendant
   h. a mechanic
   i. a key punch operator
   j. a factory worker
   k. _____
   l. _____
   m. _____
   n. _____

LESSON III WORKSHEET (CONTINUED)

PATTERN PRACTICE

6. Complete the sentences. Use NP + be + NP.

   a. My father _____ _____.
      present occupation

   b. My grandmother _____ _____.
      past occupation

   c. My brother _____ _____.
      present occupation

   d. My sister _____ _____.
      present occupation

   e. My uncle _____ _____.
      past occupation

   f. My grandfather _____ _____.
      past occupation

   g. _____'s father _____ _____.
      present

7. We use NP + be + NP when we want to tell what kind of a thing or a person is.

8. Words that tell "what kind of" or "which one" are called adjectives. (Adj)

9. Write a form of the verb be for these sentences. Will you write past or present?_____

   a. John found a purse at the office. He returned it.
      He_____ an honest man.

   b. Bill likes to work. He is never late to work.
      He_____ a reliable worker.

   c. Mr. Werner made lots of money this year.
      He_____ a smart man.

   d. Mr. Smith sells 50 pairs of shoes every day.
      He_____ a good salesman.

10. Write 4 sentences of your own using NP + be + Adj + NP.

    a._____

    b._____

    c._____

    d._____

11. What do we call words that tell "what kind of?"_____

ENGLISH FOR DEAF ADULTS

LESSON IV - LESSON PLAN - TOPIC: AT THE GAS STATION

OBJECTIVES

1. To introduce the second of three basic sentence patterns using be.
   NP + be + Adj Examples: My brakes are weak.
2. To introduce appropriate adjectives in the positive form only.
3. To review parts of a car, and names of workers in the gas station before lesson begins in order to assure fluidity of vocabulary.
4. To use the past tense of be, both singular and plural.
5. To introduce the transformation of the prenominal adjective.

MATERIALS

Duplicated picture of car with blanks for writing in names of parts, overhead projector, transparencies, pens, blackboard, dictionaries

PROCEDURE	**WORKSHEET ITEM NO.:**
1. Lesson III is reviewed if students have questions about it.	
2. Each student is asked what kind of a car he drives, or, if he has none, what kind he would like, or what car his family owns.	
3. Review parts of car to insure that vocabulary is entirely familiar.	
4. List adjectives describing a gas station attendant, the garage floor, the service, and the price of service.	3, 4, 5, 6
5. Each of the above items may be used in the new sentence pattern: NP + be + Adj.	1
6. Pattern practice: NP + be + Adj is used until students can utilize it with sureness.	
7. Transformation: Show how two NP + be + Adj sentences can be transformed into one. The first sentence of the two should be considered the main idea to be developed. This concept should be clarified by asking students to give the important sentence first and then give added information about the subject. The second sentence contains the added information.	8, 9
8. Practice putting together and taking sentences apart.	10
9. All errors are corrected as they occur. Each student is expected to identify his own errors if they apply to the rules studied previously.	
10. Worksheets may be given to students to do in class under direction, or they may be used as a basis for class discussion.	

ENGLISH FOR DEAF ADULTS

LESSON IV - WORKSHEET -- TOPIC: AT THE GAS STATION

BASIC SENTENCE PATTERN NUMBER 4

1. S ⟶ NP + be + Adj Example: The car is new.
2. Mr. Brown went to the gas station to get gas and to have the oil changed in his car.

PATTERN PRACTICE WITH ADJECTIVES

3. List some adjectives that tell about the attendant. Write sentences about the attendant. Use the past tense.

a. helpful	a. The attendant _____
b. polite	b. _____
c. careless	c. _____
d. _____	d. _____
e. _____	e. _____
f. _____	f. _____

4. List some adjectives that tell about the garage floor. Write sentences about the garage floor. Use the past tense.

a. greasy	a. The garage floor _____
b. slippery	b. _____
c. _____	c. _____
d. _____	d. _____

5. List adjectives that tell what kind of service Mr. Brown got. Write sentences about the service.

a. good	a. The service _____
b. poor	b. _____
c. fast	c. _____
d. _____	d. _____
e. _____	e. _____

6. List adjectives that tell what kind of a price Mr. Brown paid for his service. Write sentences about the price Mr. Brown paid for his service.

a. reasonable	a. The price _____
b. low	b. _____
c. _____	c. _____
d. _____	d. _____

7. Imagine that you took your car to the gas station last week. Write some sentences about your car. Use NP + be + Adj. Which tense will you use, past or present?_____

a. Two of my tires_____
b. The windshield_____
c. The muffler_____
d. The battery_____
e. The door_____
f. The front door lock_____
g. My car_____

TRANSFORMATION

8. We can make one sentence from two NP + be + Adj sentences.
Examples:

NP + be + Adj_1 The mechanic is skillful.
The mechanic is young.

The young mechanic is skillful.

The mechanic is young.
The mechanic is skillful.

The skillful mechanic is young.

9. Make one sentence from the following sentences. (Transform the two sentences to make one sentence.)

a. The muffler was rusty.
The muffler was noisy.
a._____

b. The battery was dead.
The battery was old.
b._____

c. The cars were dirty.
The cars were cheap.
c._____

d. Two tires were flat.
Two tires were old.
d._____

e. The windshield was broken.
The windshield was new.
e._____

10. Write the two sentences from which these sentences came.

a. The oily floor was slippery._____
_____

b. The tired attendant was impolite._____
_____

c. The last customer was impatient._____
_____

d. The best seat belts were expensive._____
_____

ENGLISH FOR DEAF ADULTS

LESSON V - LESSON PLAN - TOPIC: THE DEPARTMENT STORE

OBJECTIVES

1. To introduce Sentence Pattern Number 5: NP + be + Adv_{Loc}

   Examples: The key is <u>on the table</u>. The car is <u>in the garage</u>.

2. To review Sentence Patterns Numbers 1 and 2:
   NP + VP + (Adv) NP_1 + VP + NP_2 + (Adv)
3. To use the question form: WHERE_____? informally.
4. To refresh students' knowledge of vocabulary related to department stores.
5. To review use of articles: <u>the</u> and <u>Ø</u>
6. To review Prenominal Adjective Transformation introduced in Lesson IV.

MATERIALS

Blackboard, overhead projector, transparencies, pencils, department store newspaper ads, dictionaries.

PROCEDURE

WORKSHEET ITEM NO.:

1. Previous lesson is reviewed if students have questions concerning any of the items on Worksheet for Lesson IV.
2. Students may be asked where they do their department store shopping. Items suggested by the class are listed with their corresponding departments.
3. Special stress is placed on the use of articles and the Ø article when speaking about departments in the store. We say: <u>I'll meet you in Notions</u>; <u>Let's go to Ø Ladies' Coats</u>, or <u>Let's go to the Coat Department</u>; <u>Where is the Furniture Department</u>?
4. Sentence Practice: A review of the form "I went (to <u>Ø</u> Southgate, <u>the</u> Boston Store, <u>Ø</u> Macy's) is suggested because of the frequency of errors with the articles in this sentence pattern. In connection with this exercise, the question form "Where did you go shopping?" is used since all students are familiar with it in their previous language learning. — 3, 4, 5
5. The new pattern NP + be + Adv_{Loc} is introduced in conjunction with the location of the departments in a store. It may be necessary to list adverbial phrases describing the possible location of departments if students are not familiar with the vocabulary required to describe the locative phrases.
6. Pattern Practice: A particular store familiar to all may be chosen and the students may play roles asking and answering questions about various departments. When speaking, students use contractions. When writing, students use full form. — 7
7. Rapid review of transformation of two sentences to form one: (NP + be + Adj). — 8
8. Worksheets are given to students to do in class under direction, or they may be used as a basis for class discussion.

ENGLISH FOR DEAF ADULTS

LESSON V - WORKSHEET - TOPIC: THE DEPARTMENT STORE

BASIC SENTENCE PATTERN NUMBER 5

1. NP + be + Adv (Location)

   Examples: The key is <u>on the table</u>. The car is <u>in the garage</u>.

2. Review: NP + VP + (Adv) and NP_1 + VP + NP_2 + (Adv)

3. Adverb of Location ⟶ Adv Loc

   I often shop:

   a. <u>at the supermarket</u>
   b. <u>at the drug store</u>.
   c. <u>at Capitol Court</u>
   d. <u>at Treasure Island</u>

   List places where you shop. Use Adv Loc.

   e. _____
   f. _____
   g. _____
   h. _____
   i. _____

TENSE

4. Write a sentence for each verb. Use the past tense.
   Use the pattern: NP + VP + (Adv) or NP_1 + VP + NP_2 + (Adv)

Base Form	Sentences Using Past Tense
a. go	_____
b. eat	_____
c. shop	_____
d. hurry	_____
e. meet	_____
f. forget	_____
g. lose	_____
h. sell	_____

5. Tell, in sentences, which stores you went to last week or this week. Use NP + VP + (Adv).

   a. _____ c. _____
   b. _____ d. _____

VOCABULARY

6. These are the names of departments in the store.

1) Notions	4) Infants' Wear	7) Furniture Dept.
2) Men's Furnishings	5) Jewelry Department	8) Garden Supplies
3) Stationery	6) Glove Department	9) Women's Dresses

7. These are items you can buy in a department store. Write the number of the department after the item. Use the list above.

a. gloves _____	d. a summer dress _____	g. a kitchen table _____
b. lawn seed _____	e. pins _____	h. a baby bottle _____
c. men's socks _____	f. writing paper _____	i. a ring _____

LESSON V WORKSHEET (CONTINUED)

SENTENCE PRACTICE

8. I went to a big department store, but I couldn't find some of the departments. Tell me where the departments are. Use NP + be + Adv_{Loc}.

Examples: The Dress Department is there.
The Boys' Department is on the Second Floor.
The Toiletries Department is at the front of the store.

a. The Garden Supply Department _____ _____.
b. Men's Wear _____ _____.
c. The Furniture Department _____ _____.
d. Notions _____ _____.
e. Stationery _____ _____.
f. The Jewelry Department _____ _____.
g. Ladies' Dresses _____ _____.
h. The Glove Department _____ _____.
i. The Infants' Department _____ _____.

TRANSFORMATION REVIEW

9. Make one sentence from two sentences.

a. I bought some shoes.
The shoes were black. a._____

b. The dress was pink.
The dress was washable. b._____

c. The tie was narrow.
The tie was striped. c._____

d. The trousers were cheap.
The trousers were grey. d._____

e. The cup was cracked.
The cup was expensive. e._____

ENGLISH FOR DEAF ADULTS

LESSON VI - LESSON PLAN - TOPIC: THE SHOPPING CENTER

OBJECTIVES

1. To use all sentence patterns.

2. To introduce the post nominal adjective phrase as the second transformation in the series of transformations.

3. To practice the previous transformation using the prenominal single adjective.

4. To introduce the use of a noun as a modifier of another noun and to point out the order of the adjective and noun modifiers.

MATERIALS

Overhead projector, transparencies, vari-colored pens, blackboard, dictionaries

PROCEDURE

	WORKSHEET ITEM NO.:
1. The last section of Lesson V may be reviewed as an introduction to the new transformation.	Lesson V 8
2. To show how the locative adverbial phrase becomes a post-nominal modifier, many patterns may be prepared on transparencies and used for pattern practice by the class. The worksheet gives examples of how the second Adj transformation may be presented for discrimination by the students.	1, 2
3. Students may also be given transformed sentences to reduce to basic sentences. Such analytic exercises hopefully will prepare students to ferret out meanings hidden in more complex sentences found in reading materials.	3
4. Pattern Practice: Students may compose two sentences on slips of paper, correct them, and then exchange them with other class members. These groups of sentences are then transformed into one sentence by the other students.	
5. A noun can pattern with another noun. Students should note that adjectives have different qualities from noun modifiers. It might be pointed out that one can say "the biggest table" but not "the woodest table." Any insights that students gain at this point about the differences between adjective and noun modifiers will also help them in structuring their sentences more correctly. The order of modifiers should be made clear.	5, 6, 7, 8
6. Worksheets are given to students to do in class under direction, or they may be used as a basis for class discussion.	

ENGLISH FOR DEAF ADULTS

LESSON VI - WORKSHEET - TOPIC: THE SHOPPING CENTER

BASIC SENTENCE PATTERNS: NUMBERS 1, 2, 3, 4, 5

TRANSFORMATIONS

1. Adjective 1 and Adjective 2: NP + be + Adj and NP + be + Adv Loc

Example:

Adjective 1:
The dress was in the window.
~~The dress was~~ beautiful.
The beautiful dress was in the window.

Adjective Phrase 2:
The dress was beautiful.
~~The dress was~~ in the window.
The dress in the window was beautiful.

2. Make one sentence out of 1) and 2).

1) The car was in a parking lot. 2) The car was stolen.

a. _____

1) The roses were red. 2) The roses were in the vase.

b. _____

1) The handkerchiefs were colorful. 2) The handkerchiefs were in the box.

c. _____

1) The ties were on the counter. 2) The ties were cheap.

d. _____

1) The bracelet was pretty. 2) The bracelet was in the show case.

e. _____

3. Make two sentences from one.

a. The wide aisles were crowded. _____
_____

b. A lost child was in the restroom. _____
_____

c. The fat lady was very tired. _____
_____

d. A new hat was on the floor. _____
_____

e. The material in the window was pretty. _____
_____

f. The cars in the parking lot were locked. _____
_____

LESSON VI WORKSHEET (CONTINUED)

NOUN PATTERNS WITH NOUNS

4. a paper doll; a fish dinner; a garage door
   N + N N + N N + N

5. Now put together as many Ns as you can. You may use those listed below or any others you can think of.

a house	a dog	Examples: Ø ice cream
a suit	a leg	a note book
a baby	a case	
a note	a book	
a paper	a doll	
a table	a top	
a glass	a shelf	
a book	a wall	
a brick	a parlor	
Ø ice	a cone	
a door	Ø cream	

a. _____ g. _____

b. _____

h. _____

c. _____

d. _____ i. _____

e. _____

j. _____

f. _____

6. In an NP, an adjective modifier comes before a noun modifier.

   Examples: Adj + Noun + N

   a new baby doll; a big icecream cone; a delicious milk shake

7. Combine these words correctly:

   a. vase glass pretty

   _____

   b. suit heavy case

   _____

   c. strong wall brick

   _____

   d. small doll baby

   _____

   e. book tall case

   _____

   f. dirty top table

   _____

ENGLISH FOR DEAF ADULTS

LESSON VII - LESSON PLAN - TOPIC: A PARTY AT THE CLUB

OBJECTIVES

1. To review Basic Sentence Patterns: Numbers 1 and 2
   NP + VP and NP_1 + VP + NP_2

2. To introduce the modal auxiliaries <u>will</u> and <u>can</u> in anticipation of the T/do transformation in Lesson VIII.

3. To practice Sentence Patterns 1 and 2 using auxiliaries <u>will</u> and <u>can</u>.

4. To review or introduce vocabulary related to games and dance steps.

5. To introduce the yes-no question transformation T/yes-no

MATERIALS

Overhead projector, transparencies, vari-colored pens, blackboard, dictionaries, and a variety of materials such as a bottle with an irremovable cover, a tangled string, and any other appropriate items which are difficult to untangle, unravel, or undo for use with the question "Can you____?"

PROCEDURE	WORKSHEET ITEM NO.:
1. Imagine that a group with which students are affiliated (church or club) is planning a party.	
2. Questions such as "Will you serve refreshments?" will stimulate the class to tell what they <u>will do</u> at the party. These are listed for future reference to show how a yes/no question contains the same words as the sentence, but in a different order. <u>Bill will dance</u> is transformed to <u>Will Bill dance</u>?	1, 7, 8, 9
3. Lists of dances and games are prepared for future reference.	1, 2, 3
4. Pattern practice of sentences precedes the introduction of T/yes-no transformation.	
5. <u>Can</u> and <u>will</u> are introduced as auxiliaries. The notation (Aux) is explained, and the combination of the base form of the verb and the auxiliary is reviewed.	
6. When students have good control over vocabulary to be used, the T/yes-no transformation may be introduced.	
7. Pattern practice at first stresses only the form of the question.	
8. Independent pattern practice follows. This portion of the lesson is the most important because it requires creation of original sentences.	
9. Worksheets are given to students to do in class under direction, or they may be used as a basis for discussion.	

ENGLISH FOR DEAF ADULTS

LESSON VII - WORKSHEET - TOPIC: A PARTY AT THE CLUB

BASIC SENTENCE PATTERNS: NUMBERS 1, 2, 3, 4, 5

MODAL AUXILIARIES: WILL, CAN

Auxiliaries are helping words for verbs. Auxiliary ⟶ Aux
We use the base form of the verb with the auxiliaries can and will.
Aux ⟶ can; Aux ⟶ will
Example: "I will go." not ✓"I will went."
"I can play checkers." not ✓I can played checkers."

1. Our club will have a party.
Complete the sentences. Use the list to tell what the members will do at the party. Use: NP + VP and $NP_1 + VP + NP_2$.

Example: The members will play cards.

visit	talk	dance	drink
gossip	play games	play cards	eat

a. The members will_____.
b. The members will_____.
c. The members will_____.
d. The members will_____.
e. The members will_____.
f. The members will_____.

2. Complete the sentences. Use NP + VP and $NP_1 + VP + NP_2$.
Underline the verb phrase. Tell which of these dances you can do.
Example: I can do the monkey. not ✓I can monkey.

the cha cha	the two step	the twist	the monkey
the frug	the rhumba	the fox trot	

a. I can_____.
b. I can_____.
c. I can_____.
d. I can_____.
e. I can_____.
f. I can_____.

3. Complete the sentences. Use $NP_1 + VP + NP_2$. Underline the VP.
Tell which of these games you can play, or which you can't play.
Example: I can play bridge.

dominoes	sheepshead	bridge	Parchese
checkers	poker	canasta	Five Hundred
chess	rummy	Monopoly	Black Peter

a. I can play_____.
b. I can play_____.
c. I can play_____.
d. I can't play_____.
e. I can't play_____.
f. I can't play_____.

4. We have been using the auxiliaries can and will. They are helping words for verbs. There are more auxiliaries. We will study them later.
Fill in the blank.
a. Can and will are_____.

TRANSFORMATION: YES-NO QUESTION T/yes-no

5. We use the same words in the question as in the sentence. We change the order of the words.

Examples: A sentence: John can dance.
(1 2 3)

A question: Can John dance?
(2 1 3)

A sentence: Laura will come to the party.
(1 2 3 4)

A question: Will Laura come to the party?
(2 1 3 4)

A sentence: S ⟶ NP + Aux + V.
A question: Q ⟶ Aux + NP + V?

All of these questions can be answered "yes" or "no." ⟶ Yes/No

6. We need an auxiliary for yes-no questions when we use V_i or V_t verbs.

PATTERN PRACTICE

7. Make yes-no questions. Use the same words you find in the sentences.

a. Laura will babysit for us.

_____

b. Jim will take his girl friend to the party.

_____

c. Fern will go to the party with Jim.

_____

d. Tom will dance with Jane.

_____

8. Write three sentences using the auxiliary will. Then change the sentences to questions.

a. We will _____ home.

_____?

b. The men will _____.

_____?

c. The women will _____.

_____?

9. Write yes-no questions asking what other people will do at the party. Use T/yes-no.

Example: Will Carl dance at the party? Yes-No

	Answer
a. _____	Yes - No
b. _____	Yes - No
c. _____	Yes - No
d. _____	Yes - No

LESSON VII WORKSHEET (CONTINUED)

10. Following is a list of things someone can do. Can you think of five things you can do?

a. open the bottle
b. untie the knot
c. change a dollar
d. carry the heavy tray
e. move the pool table
e. drive a car
f. carve the turkey
g._____
h._____
i._____
j._____
k._____

11. Write questions. Ask if someone can do the things listed above in Item 10.

Examples: Can you untie this knot? Can Paul ride a Honda?

a._____

b._____

c._____

d._____

e._____

f._____

12. Write the patterns for the questions.

Example: Can you untie this knot? ⟶ Aux + NP_1 + v + NP_2 ?

a. Can Deanna play bridge? ⟶ _____

b. Can you carve a turkey? ⟶ _____

c. Can June come to the party? ⟶ _____

d. Can Janet dance the cha cha? ⟶ _____

e. Can Gary change a dollar? ⟶ _____

f. Can I help you? ⟶ _____

ENGLISH FOR DEAF ADULTS

LESSON VIII - LESSON PLAN - TOPIC: ON A TRIP

OBJECTIVES

1. To review the T/yes-no question using <u>can</u> and <u>will</u>.
2. To introduce the T/do T/yes-no question transformation with the patterns, NP + VP and NP + VP + NP.
3. To establish that tense is carried by the auxiliary.
4. To establish fluency in asking yes-no questions with the T/do transformation using past tense.

MATERIALS

Overhead projector, transparencies, pens, blackboard, dictionary for reference of unfamiliar verbs. If a certain city is designated as the goal of the trip, picture post cards may be used for vocabulary review.

PROCEDURE

	WORKSHEET ITEM NO.:
1. Students are asked to identify auxiliaries <u>can</u> and <u>will</u> based on a drive in the country or an auto trip, or both, and are introduced to the T/do transformation in the same exercise.	4
2. Students should have an opportunity to identify correct and incorrect question forms so that it becomes very clear to them that the do/did question transformation is required in NP + VP and NP + VP + NP sentences.	8
3. Exercises using only the past tense are introduced in this lesson since the previous practice on V_i and V_t verbs has been limited to the past tense. Students discover that the auxiliary carries the tense, not the verb itself.	7, 9, 10, 11
4. An exercise in writing the past + Aux + V for verbs is stressed since the conversion in questions requires this knowledge.	11
5. The pattern practice suggested should give students clues as to what to ask, but should not necessarily be limited to this exercise.	12
6. Errors are corrected at once so that pupils have immediate knowledge of correct form.	
7. Worksheets are given to students to do in class under direction, or they may be used as a basis for class discussion.	

ENGLISH FOR DEAF ADULTS

LESSON VIII - WORKSHEET - TOPIC: ON A TRIP

BASIC SENTENCE PATTERNS: NUMBERS 1 and 2

AUXILIARIES: CAN, WILL; DO-DID

1. In Lesson VII, we studied the auxiliaries can and will. We learned that we need a helping verb (an Aux) when we ask a yes-no question.

   Underline the auxiliaries in the following sentences. Then answer the question by putting an X after Yes or No.

   a. Can you drive? Yes___No___
   b. Will you come to my house? Yes___No___
   c. Do you know my address? Yes___No___
   d. Do you like my new car? Yes___No___
   e. Can you help me pass my drivers' test? Yes___No___
   f. Did you see my new car? Yes___No___
   g. Did you see the accident? Yes___No___
   h. Will you meet me at the motel? Yes___No___

2. List the new auxiliaries you found in the above sentences._____ _____

3. The verb do is an Aux. (do/does = present) (did = past)

   We use do-did to help another verb when we ask yes-no questions and there is no other auxiliary. NP + VP and $NP_1 + VP + NP_2$

   We use do-did in Sentence Patterns 1 and 2.
   Example: Did you have a flat tire? Yes, I did; No, I didn't.

4. Choose a verb from the list below. Write it on the blank to ask the question. Then answer the question using either did or didn't.

   have stop go drive see

   a. Did you_____an accident? Yes_____; No_____.
   b. Did you_____at the gas station? Yes_____; No_____.
   c. Did you_____to Chicago? Yes_____; No_____.

5. We cannot say: ✓Drove you to Chicago? ✓Saw you an accident?
   ✓Stopped you at the gas station?

   Mark the questions below with a (✓) if they are wrong; with a (C) if they are correct.

   a._____Took you a drive in the country?
   b._____Tried you to back out of the garage?
   c._____Did you see the stop sign?
   d._____Did you forget your driver's license?
   e._____Bought you gasoline?
   f._____Did you ask the policeman for directions?
   g._____Put you air in the tires?

TENSE

6. We need an auxiliary to ask questions. The auxiliary tells if a verb is PAST or PRESENT. The first word in the VP tells the tense: did go.

   The Aux tells the tense. The tense is past in did forget and did go.

   Underline the word that tells the tense.

   a. Did Jane come? c. Will Jim come? e. Why did Bill come?
   b. Can Bill come? d. When did Jane come? f. When will Jim come?

7. Write the T/do transformation for these verbs. Use the past tense.
   Past + Aux + V

   a. changed did change
   b. chased _____
   c. filled _____
   d. bought _____
   e. caught _____
   f. hurried _____
   g. followed _____
   h. turned _____
   i. looked _____
   j. wanted _____

PATTERN PRACTICE

8. Last summer a friend and I took a trip to New York.
   Use T/yes-no and T/do past tense in the questions you write.

   a. Ask if we saw: The Statue of Liberty, Rockefeller Center, the Atlantic Ocean.

      1)_____
      2)_____
      3)_____

   b. Ask if we bought: presents, sunglasses, a book about New York.

      1)_____
      2)_____
      3)_____

   c. Ask if we stayed in a hotel or in a motel in New York City.

      1)_____
      2)_____

   d. Ask if we went to: the zoo, a show, the top of the Empire State Building.

      1)_____
      2)_____
      3)_____

   e. Ask if we ate in a cafeteria, at a drive-in, in an expensive restaurant.

      1)_____
      2)_____
      3)_____

CONTINUING EDUCATION FOR DEAF ADULTS

ENGLISH FOR THE DEAF

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CONTINUING EDUCATION FOR DEAF ADULTS

APPENDIX A

PROJECT PERSONNEL

Alice H. Streng, Project Director and Chairman, Advisory Committee
Director: Education of Teachers of the Deaf, The University of Wisconsin-Milwaukee, Milwaukee, Wisconsin

Paul Lauritzen, Codirector
Director: Special Education, Whitewater State University, Whitewater, Wisconsin

Sheila Plotkin, Project Assistant

ADVISORY COMMITTEE

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Robert Horgen, Director, Wisconsin Service Bureau for the Deaf, Madison, Wisconsin

Kenneth Huff, Superintendent, State School for the Deaf, Delavan, Wisconsin

Paul Lauritzen, Director of Special Education, Wisconsin State University, Whitewater, Wisconsin

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Leahnore Smith, (Secretary), Principal, Day School for the Deaf, Green Bay, Wisconsin

Alice Streng, (Chairman), Professor, Education of the Deaf, The University of Wisconsin-Milwaukee, Milwaukee, Wisconsin

Evelyn Zola, (Chairman Publicity Committee), Housewife, Member of the Wisconsin Association for the Deaf, Milwaukee, Wisconsin

CONTINUING EDUCATION FOR DEAF ADULTS

APPENDIX B

SCHEDULE OF COURSES - 1966-67

Delavan

Semester II, 1966-67 - Practical Economics
Instructor: Mr. Leonard Peacock, M.A.
Coordinator: Mr. Kenneth Huff, Superintendent
State School for the Deaf, Delavan
Classes held at State School

Green Bay

Semester II, 1966-67 - Practical Economics
Instructor: Mr. David Schallhorn, B.S.
Coordinator: Mrs. Leahnore Smith, Principal
Day School for the Deaf, Green Bay
Classes held at the University Center

Madison

Semester I, 1966-67 - Language for the Deaf
Semester II, 1966-67- Practical Economics
Defensive Driving
Instructor: Mrs. Marlyn Minkin, B.S.
Coordinator: Mr. Robert Horgen, Director
Wisconsin Service Bureau, Madison
Classes held at Central High School

Milwaukee

Semester I, 1966-67 - English for the Adult Deaf
Instructors: Mrs. Ruth Silver, B.S.
Mrs. Betty Rottman, B.S.
Semester II, 1966-67- Vocabulary Improvement for Deaf Adults, I and II
Instructor: Mrs. Betty Rottman, B.S.
Practical Mathematics
Instructor: Miss Chrysoula Mathas, B.S.
Interpreter: Mrs. Norma Letourneau
Coordinator: Miss Alice Streng, Professor
Education of the Deaf
The University of Wisconsin-Milwaukee
Classes held on campus of the University of Wisconsin-Milwaukee

APPENDIX C

The University of Wisconsin

UNIVERSITY EXTENSION DIVISION
600 W. KILBOURN AVENUE
MILWAUKEE, WISCONSIN 53203
UWM—CIVIC CENTER CAMPUS

ENGLISH FOR THE ADULT DEAF

- Milwaukee -

University Extension

Department of Exceptional Education,
University of Wisconsin-Milwaukee

Title I, Higher Education Act
U.S. Office of Education
Washington, D.C.

Name of Course: English for the Adult Deaf

This course will have as its goal the improvement of written and read English. Usage in practical every-day situations will be stressed.

Meeting Dates: Beginning September 19, 1966, for sixteen (16) weeks.

Hour: 7:00 - 9:00 P.M.

Place: University of Wisconsin-Milwaukee, 191 Bolton Hall

Cost: $5.00 per person (This low fee has been made possible by a special grant from the United States Office of Education.)

Who May Enroll: This course is open to the first twelve (12) students who enroll. Class will be limited to 12.

How To Enroll: Send the application blank with check before September 12, 1966.

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Teacher: Mrs. Ruth Silver

Interpreter: Mrs. Norma Letourneau

Parking is free on any University lot after 4:30 p.m. except where there are signs. Do not park in reserved spaces.

University Extension
600 West Kilbourn Avenue
Milwaukee, Wisconsin 53203

Date_____

You may enroll me for the 16-week course in "English for Deaf Adults" beginning Monday, September 19, 1966, at the University of Wisconsin-Milwaukee. Enclosed is my check for $5.00, payable to the University Extension.

Name_____ Occupation_____

Street Address_____
City State Zip Code